

# Fundamentals of Marketing

**Media Type:** DVD

**Duration:** 35 minutes

**Goal:** To illustrate the marketing concept and communicate the basic elements which contribute to successful marketing.

**Description:** Marketing is an important component of business. One must understand how marketing can influence and enhance business operations. This presentation outlines the marketing concept and discusses how a business can successfully market to customers.

## Objectives:

1. To define marketing and discuss its seven functions.
2. To describe the marketing mix and how each element of the marketing mix contributes to successful marketing.
3. To differentiate mass marketing and market segmentation.
4. To illustrate the importance of target markets.
5. To discuss the types of market research and their importance to marketing.
6. To demonstrate types of customer motivation and decision-making.
7. To discuss goals, objectives, strategies and tactics and way they contribute to marketing.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge & Ideas	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

# Fundamentals of Marketing



## College & Career Readiness Anchor Standards for Writing

Writing Standards		
Text Types & Purposes	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production & Distribution of Writing	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Research to Build & Present Knowledge	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition & Use	9-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	9-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Fundamentals of Marketing



College & Career Readiness Anchor Standards for Reading

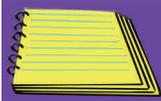
## Reading Standards for Informational Text

Craft & Structure	9-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
Integration of Knowledge & Ideas	9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

### Marketing Career Cluster (MK)

Cluster	Standard
	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
	Use marketing strategies and processes to determine and meet client needs and wants.
Marketing Communications Career Pathway (MK-COM)	Apply techniques and strategies to convey ideas and information through marketing communications.
	Plan, manage and monitor day-to-day activities of marketing communications operations.
	Access, evaluate and disseminate information to enhance marketing decision-making processes.
	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
Marketing Management Career Pathway (MK-MGT)	Plan, organize and lead marketing staff to achieve business goals.
	Plan, manage and monitor day-to-day marketing management operations.
	Plan, manage and organize to meet the requirements of the marketing plan.
	Access, evaluate and disseminate information to aid in making marketing management decisions.
	Determine and adjust prices to maximize return and meet customers' perceptions of value.
	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	Communicate information about products, services, images and/or ideas.
Marketing Research Career Pathway (MK-RES)	Plan, organize and manage day-to-day marketing research activities.
	Design and conduct research activities to facilitate marketing business decisions.
	Use information systems and tools to make marketing research decisions.

# Fundamentals of Marketing



## Lesson Plan

**Class 1:** Begin the class by asking students how they define marketing. Distribute the *Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Marketing Defined* segment. Have students complete the *Seven Functions of Marketing Activity* and the *Assessment*.



6 min.

**Class 2:** Begin class by asking what elements students think play a role in marketing. Remind students to use the *Vocabulary Handout* and *Worksheet* for reference. Show the *The Marketing Mix* segment. Assign the *The Marketing Mix Applied Project* to be turned in during Class 5. Have students complete the *Assessment*.



3 min.

**Class 3:** Begin class by reminding students to use the *Vocabulary Handout* and *Worksheet* for reference. Show the *Mass Marketing & Market Segmentation* segment. Have students complete the *Segmenting Your School Activity* and the *Assessment*.



7 min.

**Class 4:** Begin class by reminding students to use the *Vocabulary Handout* and *Worksheet* for reference. Show the *Marketing Research* segment. Assign the *Research Design Project* to be presented during Class 6. Have students complete the *Assessment*.



12 min.

**Class 5:** Begin class by collecting the *Marketing Mix Applied Project*. Remind students to use the *Vocabulary Handout* and *Worksheet* for reference. Show the *Marketing Planning* segment. Assign the *Marketing Planning Paper Project* to be turned in at the end of Class 7. Have students complete the *Assessment*.



7 min.

**Class 6:** Have students present their *Research Design Projects*. If time allows, give students the opportunity to work on the *Marketing Planning Paper Project*.

**Class 7:** Begin class by allowing students time to work on the *Marketing Planning Paper Project*. Have students complete the *Final Assessment* and turn in the *Marketing Planning Paper Project* at the end of class.



## Lesson Links

### American Marketing Association

- <http://www.marketingpower.com>

### Center for Strategic Planning

- <http://www.planonline.org>

### Marketing Teacher

- <http://www.marketingteacher.com>



## Career & Technical Student Organizations

### Business Professionals of America

- **Global Marketing Team**
- **Management/Marketing/Human Resources Concepts—Open Event**

### DECA

- **Principles of Marketing**
- **Marketing Communications Team Decision Making**
- **Marketing Management Series**
- **Creative Marketing Project**

### Future Business Leaders of America

- **Marketing—Modified**
- **Introduction to Business Communication**



## Career Connections

- iCEV50116, Tanya Bishop, Assistant Vice President & Marketing Director, First AG Credit
- iCEV50527, David Werner, Vice President of Marketing, Ben E. Keith
- iCEV50357, Jane Bodman-Converse, President/Owner, Converse Marketing
- iCEV50174, Javier Moreno, Communications and Marketing, Toyota

# Fundamentals of Marketing



## Lab Activities

### Seven Functions of Marketing

#### Directions:

Students must understand how marketing contributes to business. Students will match each of the seven functions of marketing to its definition. Then students will choose a product or service and identify how each function of marketing applies to it.

### Segmenting Your School

#### Directions:

Students should be able to apply their knowledge concerning market segmentation. Students will work in pairs. Considering the school as the mass market, students will identify at least five possible methods of segmenting the student population. Each pair will then create a poster describing each method and an advantage and disadvantage of each method. Posters should be displayed in the classroom after being turned in.

### Vocabulary Flash Cards

#### Directions:

Understanding marketing terms is an important part of being able to apply the marketing concept. Students should bring index cards to class, and will use them to create flash cards for the vocabulary terms. Students should write a vocabulary term on one side of each card and the term's definition on the other side. Have students get into groups of two or three to practice identifying the definition when shown the word and the word when shown the definition.



## Projects

### The Marketing Mix Applied

#### Directions:

It is important for students to understand the marketing mix as it applies to various products and services. Students will imagine they are starting a new company. They will each write a 400-word paper which outlines the marketing mix, or four Ps, for the business. Discussion of how each element of the marketing mix will contribute to the business' success should be included, as well as any possible pitfalls of each element. They should also research and report on the marketing mix of at least one existing company which would be a competitor.

### Research Design

#### Directions:

Research design allows students to apply their market research knowledge. Students will work in groups of four and will choose a local business for which they will pretend to market. They should identify the business's target market and determine what they need to know about this target market to successfully market to it. They will design a research project to discover something specific about the target market (for example, attitudes, behaviors or motivations). They will make a Microsoft® PowerPoint® presentation which includes the question to be answered by the research project, methodology to be used, the research instrument, instructions for proper execution, and a method for evaluating results. Each group will then present their project to the class.

### Marketing Planning Paper

#### Directions:

Goals, objectives, strategies and tactics play a large role in marketing planning, so students should be able to construct each. Students will work in the same groups of four from the *Research Design Project* and will consider the same business chosen for the *Research Design Project*. They will determine two marketing goals for this business and expand on each goal with at least two objectives. Each objective should have a corresponding strategy for accomplishing it, and each strategy should be detailed with two tactics. Students will present their decisions in a 750-word paper which describes goals, objectives, strategies and tactics, as well as the justification for each.